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| Learning Objective to Be Addressed: Since science is our lowest scored subject in TAKS, we will mainly concentrate on it, yet we will also address the other three foundation curriculum subjects, mathematics, English language arts, and social studies. | | | | | |
| Approving Principal: Mike Baysinger | | | Presentation Date: October 7 | | |
| Grade Level:  7th and 8th grade | Facilitator:  Petra Hagan | Location:  Junior High LRC | | Start Time:  3:25 | End-Time:  4:10 |
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| Learner-Centered Activity | Purpose | Description | | Steps | Estimated Time |
| Put teachers in subject area groups. | To allow for collaboration and discussion among members to discuss CSCOPE and the connection to state standards. | The LRC is our computer lab, which eventually will allow the teachers to log on to CSCOPE. | | Ask the subject area teachers to sit together by computers. | 2 minutes. |
| To all groups introduce the session purpose | Clearly establish the goals of this learning-centered staff development and what we like to have accomplished at the end of this meeting, to research CSCOPE. Clearly grounding the CSCOPE research our school has done in the last five weeks in content area implementation and teaching pedagogy. | Give a short overview how this meeting will be conducted and what can be expected from the staff. | | Explain the timeline of the staff development, and advice about snacks and drinks. | 3 minutes |
| Examine opinions in each subject area group of teachers, especially science, after asking their opinion of either following all of CSCOPE, like the other schools are doing or slowly getting used to the curriculum and just using some sections of CSCOPE like the VADS and the YAGS. | To collaborate and brainstorm to see how the other teachers feel about the curriculum, and to discuss instructional strategies and rationale in using CSCOPE to improve student learning.  Making connections between our staff meeting and state standards. | Within the group, one person is selected to write down the pros and cons of each standpoint, and the group is asked to discuss and collaborate their views, experiences in class and opinions among each other. | | Within each subject area group, teachers are asked to commit themselves to one specific standpoint the CSOPE. | 5 minutes |
| Create smaller groups within each subject area, depending on their opinion of how much of CSCOPE should be taught. The teachers who would like the entire curriculum get into one group, and the ones who want to continue using only parts of CSCOPE get into another group. (in case there is only one group, they need to be ready to defend their viewpoint) | To facilitate higher order thinking on the subject, and be more motivated to defend the viewpoint of their opinion. Looking at specific ideas and reasoning. Allowing for group and individual work to reflect and collaborate. | Each smaller group will brainstorm why they think their way of teaching CSCOPE would be better compared to the other group in their subject area. They are asked to write pros for their standpoint and cons for the other standpoint. | | Teachers in each subject area who agree with each other will raise their hand and join together into smaller groups. | 5 minutes |
| The facilitator will now ask one member of each group to stand up and share with all their final thoughts and decisions and how to use CSCOPE at our school. | All groups need to hear and understand the reasons and thoughts for and against the full or partial implementation of the CSCOPE curriculum. Focusing on in depth knowledge and concepts. | While each group member shares their thoughts, others are asked to take short notes on interesting thoughts they hear. | | The facilitator will asked the groups to write their final thoughts, and chose one person to share these thoughts with the whole staff. | 10 minutes |
| Each subject area group will organize their collected data into a compare/contrast document to present to the principal. | To make an informed decision on the curriculum implementation.  Using ongoing assessment to monitor throughout the staff meeting, making additional time for group work. | Each group will brainstorm and use “new information with existing knowledge” to make informed decisions. | | All members of each subject area, science, English language arts, mathematics and social studies will go back to their original groups and again, after listening to everyone’s statements discuss the partial or whole implementation of the CSCOPE curriculum. | 5 minutes |
| Each group will read, reflect, review, recite and review their document, and show respect for individual differences if at that point differences still exist. | To create a final document and statement on the thoughts of complete or partial implementation of the CSCOPE curriculum.  Developing documents that may benefit both 7th and 8th grade subject area teachers, especially science. | Teachers will log on to Cscope to conduct final research to complete this task. | | One member of the team will be selected to take the final notes. | 5 minutes |
| Whole group discussion | To make a tentative decision about the CSCPOE Curriculum. Continuous assessment of progress and growth throughout training and time to include individuals and all groups to reflect and collaborate. | The presenter will bring all the groups together on a final discussion to decide which CSOPE curriculum choice to use, partial or whole adoption. | | Each opinion will be listened to, and in the end the group will take a vote. The final decision will be left up to the principal after he can review all the notes and minutes which will be turned in to him from this staff development meeting. | 10 minutes |
| Individual teachers will evaluate the staff development. | To evaluate to effectiveness of this staff development. | A questionnaire will be provided about the effectiveness of this staff development, and how it could be improved. | | The presenter will provide forms to each group. | 1 minutes |